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ABSTRACT

This teachers guide outlines two major objectives for this eighth grade social studies unit: 1) student discovery, practice, and refinement of historical inquiry skills based on primary source work; and, 2) understanding of the concepts and content about slavery as a social institution. The guide also specifies behavioral objectives, teaching strategies, and student activities for the six sections of the unit: 1) Introduction; 2) From Africa to America; 3) Lives of the Enslaved; 4) White Views of Slavery; 5) The Enslaved React; and, 6) Conclusions-The Meaning of Slavery and Freedom. The student materials, SO 001 717, consist of edited and paperbound primary source accounts of slavery in the United States. In addition, two ten-question multiple choice quizzes, with one essay question in each, an annotated teacher bibliography, and unit evaluation form are included in the guide. (Author/AWW)

MINNEAPOLIS PUBLIC SC

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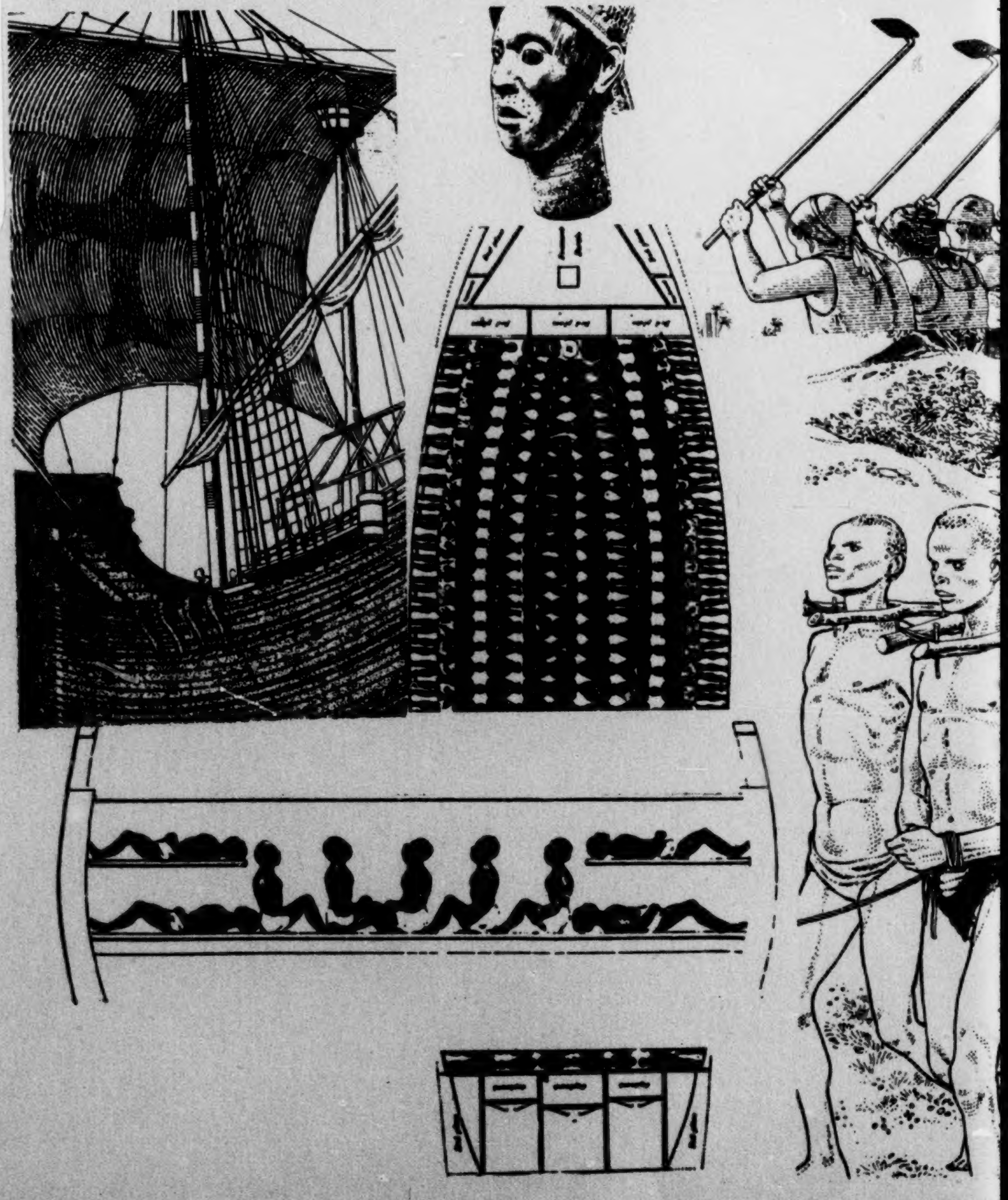
SLAVERY GUIDE



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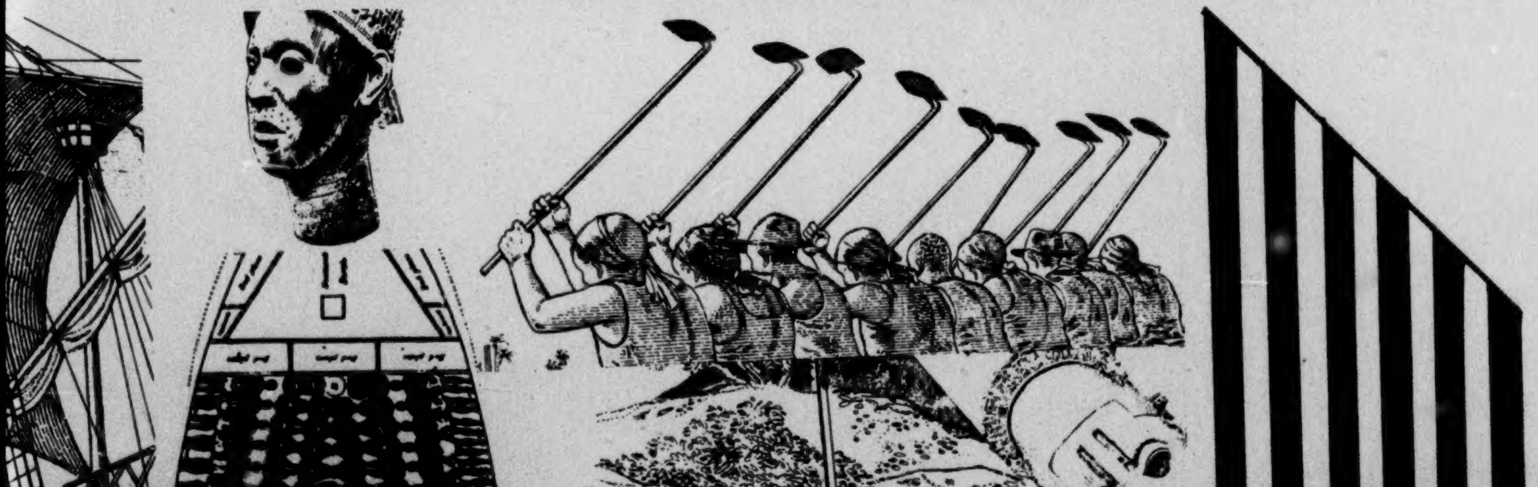

SOCIAL STUDIES OFFICE—TASK FORCE on MINORITY CULTURES

ED053052

Minneapolis Public Schools

Secondary Social Studies

MEMORANDUM

October 20, 1970

To: 8th Grade Social Studies Teachers

From: Mr. Robert Beery
Consultant in Secondary Social Studies

Re: Slavery Unit

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The enclosed materials have been developed for a study of slavery in the United States. The Slavery Unit Resource Book for English and Social Studies classes has been developed specifically for use by 8th grade students in Minneapolis junior high schools. Primary source materials in the social studies section were selected and edited on the basis of teacher evaluations of a series of mimeographed lessons distributed during the 1967-1968 and 1968-1969 school years.

The use of this book requires cooperation between social studies and English teachers. The selections in the social studies section are intended to be taught prior to the use of the more extensive English section. Interdisciplinary approaches to this material can be devised through cooperative planning. The enclosed teaching suggestions can readily be adapted to that kind of study.

In addition to the student material, a "Teacher's Guide" is enclosed. This guide begins with an extensive statement of the intentions built into the unit. The ideas presented there are a basic statement of one rationale for school history as applied to this particular topic. The "Teacher Bibliography" is practical and useful for those interested in updating or building a background for the study of Black slavery in the U.S. "Beyond Slavery" points out some practical possibilities for follow-up in the classroom.

Detailed teaching suggestions propose ways that a variety of objectives can be introduced and developed. The kinds of study questions on the earlier mimeographed lessons are included for discussion purposes.

Some teachers will want to use the materials in the Unit Resource Book in ways not included in the teaching suggestions. However the sources are used, specific suggestions included here should be carefully considered because they spell out the purposes that guided the editing and identify teacher experiences with reading level and student reactions. Also, the teaching suggestions include information omitted or garbled in the text as a result of unfortunate errors made by the Wadsworth Publishing Company.

The teaching suggestions were prepared by John Carter, Folwell Junior High School, Bruce Tipple, Marshall-University High School, and Robert Beery. Included are numerous suggestions from students and teachers who used the initial mimeographed slavery exercises.

Please send along your reactions to this material, additional activities that you devise, and requests for future inclusions.

RB:mg
Task Force on
Minority Cultures

Minneapolis Public Schools

Department of Secondary Social Studies

SOCIAL STUDIES TEACHER'S GUIDE
to
SLAVERY: UNIT RESOURCE BOOK

SOME BASIC CONSIDERATIONS

The selections in the social studies section of the Unit Resource Book on Slavery provide opportunities to guide students in developing several specifically identified objectives appropriate to the study of history and social issues. Teachers will identify other objectives that can be developed with these sources and supplementary materials. You are urged to modify and expand teaching suggestions outlined here.

All of these accounts are primary source materials. Taken together they provide a context for student discovery, practice, and refinement of historical inquiry skills. In effect, each student is asked to be his own historian. Suggested ways that each source can be used to guide students in raising historical questions, defining issues, evaluating evidence, and in drawing tentative conclusions are provided below.

As students develop these skills they will also be learning concepts and content about slavery as a social institution. It is especially appropriate that they learn to see this institution as complex and widely varying from situation to situation. The highly personal quality of each source helps to make this point at the same time that students are recognizing the difficulty of objective proof in historical research.

Questions relating to value judgments about situations depicted in these materials will arise early in student work with the sources. Students should be guided to clearly understand that objective questions of historical study are different in nature from questions involving moral judgments. This understanding should be developed in such a way that the application of personal values in judging historical events and are urged to modify and expand teaching suggestions outlined here.

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Questions relating to value judgments about situations depicted in these materials will arise early in student work with the sources. Students should be guided to clearly understand that objective questions of historical study are different in nature from questions involving moral judgments. This understanding should be developed in such a way that the application of personal values in judging historical events and institutions is not treated as inappropriate or irrelevant. Teaching suggestions for each source should help make this clear. The central purpose of concluding discussions should be a focus on these moral questions as legitimate concerns.

All too often we focus narrowly on the unique historical episode and fail to reflect on the broader significance of a particular individual, event, or force being studied. One former slave refused to cooperate with an interviewer, saying,*

> "When I think of slavery it makes me mad. I do not believe in giving you my story, 'cause with all the promises that

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*Quoted in Julius Lester, To Be a Slave, (Dial Press, 1968), p. 156.

> have been made, the Negro is still in a bad way in the United States, no matter what part he lives in. It's all the same . . . . You are going around to get a story of slavery conditions and the persecutions of Negroes before the Civil War and the economic conditions concerning them since that war. You should have known before this late day all about that. Are you going to help us? You are only helping yourself. You say that my story may be put into a book . . . . No matter where you are from I don't want you to write my story, 'cause the white folks have been and are now and always will be against the Negro."

If the current effort to include a more honest treatment of Black men and women in social studies is to have significance, we must confront students with the moral questions related to slavery, discrimination, and racism. Otherwise this study is another exercise that never becomes functional in the individual's thoughts and actions about the current and future nature of our society.

The social studies, especially history courses, have long been concerned with "backgrounding" students. However, background information, skills, and attitudes are meaningless unless they are taught in relation to the issues and situations they are supposed to background. This is not to say that specific answers should be given in the study of these moral questions. We have no right to impose our answers to social ills on our students, but we can enhance the learning of attitudes favorable to a commitment to dealing with these issues openly. We can also encourage individuals to habitually and honestly explore their personal beliefs and the implications of those beliefs.

Clearly the focus of social studies education must be on the future, the lives of our students and the still unknown issues that will impinge on their lives. The study of the past can all too easily lose sight of this future orientation. While specific situations change, the troubling questions of human life do not. At base these persistent questions deal with individual and group values.

The above paragraphs suggest that we sometimes abandon chronological and topical approaches to content as dictated by the historian's approach

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The above paragraphs suggest that we sometimes abandon chronological and topical approaches to content as dictated by the historian's approach to his subject as a scholar. Scholarly history is a source for school history, but it does not circumscribe our objectives and basic concerns.

As a result of this line of thought, the resource materials included for study in this unit and the teaching suggestions listed below incorporate a variety of objectives and questions to be considered in studying the institution of slavery as it existed in nineteenth century America.

The materials included in the unit resource book are not intended to be used in a study of the causes of the Civil War, as textbooks usually treat slavery. Nor do they really fit the scope of textbook descriptions of various regional life styles between 1820 and 1850, another popular approach to the topic.

It should be noted that adequate study of these materials will probably require at least ten class periods and any further work arising from initial study of the sources will require additional days and weeks of class time. Thus, more time will probably be spent on this topic than on the study of other social groups in the nation at that time. This kind of topical imbalance can be justified in several ways: (1) the teaching of thinking skills requires a great deal of carefully structured and sequenced time; (2) the impact of slavery is still a fact of our national life and is contributory to problems that will be with us for decades to come; (3) the conceptual understandings of human behavior that can be learned in this context are broadly applicable to the study of social phenomena today and in the past; and (4) this topic and the personal style of the materials are appealing to students and this in itself provides an excellent opportunity to enhance the learning of multiple objectives.

Beyond these more standard objectives, the materials function in part as a corrective to existing text materials. As one historian notes,*

> "Our histories have been written primarily from surviving manuscript records of slaveholders and therefore tend to reflect the concerns and biases of the master caste."

In summary, the key assumption underlying the social studies section of the unit resource book is that chronological and topical balance are of less importance than the learning of understandings and skills of continuing relevance.

If time must be made for such a study, the causes of the Civil War can be cut or abbreviated, as they are taught in senior high school. Another possibility would be to reduce or eliminate the study of the military history of the Civil War.

TEACHER BIBLIOGRAPHY

The following items are suggested for use in building your own structured and sequenced time; (2) the impact of slavery is still a fact of our national life and is contributory to problems that will be with us for decades to come; (3) the conceptual understandings of human behavior that can be learned in this context are broadly applicable to the study of social phenomena today and in the past; and (4) this topic and the personal style of the materials are appealing to students and this in itself provides an excellent opportunity to enhance the learning of multiple objectives.

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TEACHER BIBLIOGRAPHY

The following items are suggested for use in building your own background and in planning a more extensive unit on slavery.*

In recent years a great deal of scholarly activity has focused on slavery as a historical problem. The materials in the unit resource book tend to focus most directly on the standard question, was it benevolent or was it harsh and evil? Kenneth M. Stampp's THE PECULIAR INSTITUTION (Vintage, 1956) is a detailed, thorough, and highly readable work which is generally considered the soundest modern reassessment of this traditional question. It places emphasis on slavery from the point of view of the slave. The author's assumptions and interpretations are critical of that institution. Many questions that junior high students ask about the details of slave life are answered in this volume.

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*Gilberg Osofsky, Puttin' on Ole Massa (Harper & Row, 1969) p. 14.

*Citations here include the paperback publisher, rather than the original; however, the date given is the original copyright date. All of the titles mentioned are available in paperback editions.

Stanley M. Elkin's SLAVERY, A PROBLEM IN AMERICAN INSTITUTIONAL AND INTELLECTUAL LIFE (Universal Library, 1959) is a significant study because it departs from the standard arguments in its social psychological considerations of the impact of slavery on the enslaved and its comparison of the character of slavery in the United States with slavery in Latin America. The author clearly points out where he feels the earlier debates have been overly simplistic. His explicit examination of Stampp's book is useful because a loose synthesis including the work of both Stampp and Elkins tends to dominate much that is being written today.

SLAVERY IN THE NEW WORLD: A READER IN COMPARATIVE HISTORY (Prentice Hall, 1969), edited by Eugene D. Genovese and Laura Foner, includes a wide range of recent interdisciplinary studies on slavery in the Western Hemisphere.

AMERICAN NEGRO SLAVERY: A MODERN READER, edited by Allen Weinstein and Frank Otto Gatell (Oxford, 1968) is the most inclusive collection of new interpretations. It is a handy volume for bringing one up to date on the everchanging interpretations related to this topic.

Charles E. Silberman's CRISIS IN BLACK AND WHITE (Vintage, 1964) is concerned primarily with the post-1954 protest movement and current conditions and problems faced by black Americans. This perceptive book includes many useful explanations of the relevance of historical trends in the recent movement for racial equality. Chapter VI, "The Problem of Identification," is exceptional as a synthesis of various new interpretations of slavery and in the application of those ideas to present day problems and issues.

Julius Lester's TO BE A SLAVE (Dell, 1968) is intended for young readers. Average to above average eighth grade readers could use the edited sources in this volume, even though introductions tend to be too abstract for most students. However, teachers should read it to note the scope of topics considered, to study the author's excellent organizabook is useful because a loose synthesis including the work of both Stampp and Elkins tends to dominate much that is being written today.

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If you are particularly interested in developing a more complete understanding of the problems of historical research associated with the materials in this Unit Resource Book, there are several brief considerations of these problems. Gilbert Osofsky's PUTTIN' ON OLE MASSA (Harper & Row, 1969) includes an excellent introduction which discusses the relevance and limitations of slave narratives as sources. Julius Lester's brief introduction to TO BE A SLAVE notes this editor's view of his sources, the nineteenth century narratives and the Federal Writers' Project interviews from the 1930's. B. A. Botkin's introduction to LAY MY BURDEN DOWN (University of Chicago, 1944) includes statements about the purposes of the Writers' Project materials and the problems in their use. Elkin's SLAVERY: A PROBLEM IN AMERICAN INSTITUTIONAL AND INTELLECTUAL LIFE (Universal Library, 1959) includes an excellent section on slavery as a problem in historiography and an appendix on materials and methods involved in his own research. UNDERSTANDING NEGRO HISTORY (Quadrangle, 1968), edited by Dwight W. Hoover, includes sections entitled, "The Uses of Negro History" and "Problems in Writing Negro History."

The following readily available paperbacks include additional materials for use with students if the teacher wishes to expand the study of this topic through the use of primary accounts:

Harvey Wish (ed.), SLAVERY IN THE SOUTH (Noonday Press, 1964). Includes long excerpts from accounts by slaves, Northern and Southern whites, and foreign observers. These excerpts require further editing for student use.

Gilbert Osofsky (ed.), PUTTIN' ON OLE MASSA (Harper Torchbooks, 1969). Includes three complete slave narratives. Also, requires editing for use with students.

Arna Bontemps, (ed.), GREAT SLAVE NARRATIVES (Beacon Press, 1969). Includes three complete slave narratives. Especially of interest is the early account of Olandah Equinano, Gustavus Vasa, quoted as the first source in the Unit Resource Book. These narratives will require further editing for student use.

Milton Meltzer (ed.), IN THEIR OWN WORDS (Apollo Editions, 1965). Three chronologically arranged volumes come under this title. Volume I, 1619-1865, is especially readable and can be used by many students. Volume II, 1865-1916, includes several useful sections for the teacher who plans to follow up this

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Grady McWhiney (ed.), RECONSTRUCTION AND THE FREEDMAN (Rand McNally, 1963). A useful collection of primary sources on Reconstruction from the point of view of former slaves and white men. These sources will also have to be edited for student use.

B. A. Botkin (ed.), LAY MY BURDEN DOWN (University of Chicago, 1944). Includes a wealth of personal interview material from the Federal Writers' Project dealing with Reconstruction, as well as slavery times. Selections are easily excerptable for class use.

BEYOND THE STUDY OF SLAVERY

Three specific pieces of material are now available for a direct, yet brief, follow-up comparison of the Unit Resource Book materials and life during Reconstruction. Mimeographed sets of "Freedom and the Former Slave," edited by John B. Bastolich, with a "Note to Teachers," is available from the Secondary Social Studies Office. This student material includes brief excerpts which are used to set a framework for thinking about the basic problems faced by freedmen. GROWING UP BLACK, edited by Jay David (Pocket Books, 1968), pp. 124-144, includes an excerptable account of a black youngster's life in the deep South during the 1870's. This source deals with the same kinds of experiences described in the unit resource book. Similarities and differences are readily apparent and could easily be identified by students. "One Man's Life in Georgia in the Years After Slavery" is another mimeographed student exercise available from the Secondary Social Studies Office. This is a detailed case study of an individual's experiences from the 1870's down to the first decade of the twentieth century and can be compared to the above items on Reconstruction. These three pieces of material can serve to raise significant questions for a topical study of the history of black men and women from Reconstruction down to the present.

A more thorough collection of edited sources on the period from 1865-1910 is currently being prepared and should be available from the Secondary Social Studies Office in February, 1971. These sources have been selected and edited in order to emphasize continuities and changes over time. Questions are designed to guide students in discovering and practicing skills involved in analyzing and synthesizing data from primary sources.

Considerations of time, materials, and student interest suggest that a topical study of black history down to the present cannot be based solely on primary source materials. Class sets of inexpensive titles in the Zenith Books series can be used for this purpose. Carol F. Drisko and Edgar A. Toppin's THE UNFINISHED MARCH deals with the period from Reconstruction to the First World War. Milton Meltzer and August Meier's TIME OF TRIAL, TIME OF HOPE treats the period from 1919-1941. Another possibility would be the purchase of a wide variety of paperbacks for individualized reading assignments on topics of individual interest.

Many of the titles suggested above are available for use from the Task Force on Minority Cultures.

I. UNIT INTRODUCTION

A. OBJECTIVES

As a result by experiences with these initiatory activities the student w

1. Express an interest in further study of source materials to deter United States.
2. Understand that the facts one has may be limited by the sources a
3. Begin to raise questions about the purposes of an author.
4. Identify the significance of the point of view of a given author.
5. Propose strategies for testing an hypothesis about an historical

B. TEACHING STRATEGIES

NOTE ON TEACHING STRATEGIES: Suggested approaches emphasize inductive, " ment of objectives. Therefore, it is important that students draw their When misconceptions are first expressed, they should go unchallenged. Th conceptions immediately, but maximize situations where students can refl conclusions.

Activities	Specific Tea
1. Read and discuss excerpt #1 from SLAVERY AS IT IS: TESTIMONY OF A THOUSAND WITNESSES by Theodore Dwight Weld, to the class. (This excerpt and others referred to here are found in section I.C. on page 3 . "Materials in unit appendices are designed so that the teacher can thermofax them on dittos for student use if desired.")	1. Introduce this passage by tell written in 1839. Then ask: a. What is the author's poin b. The title of the book is S THOUSAND WITNESSES. Does ideas about slavery? How Why do you think Weld uses At this point you might inform an abolitionist and briefly ex - Can you be sure Weld is - Why might he exaggerate - How could you check on w typical response will be Activity two suggests z cite a text or encyclop

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ut maximize situations where students can reflect on, correct and modify their initial

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Specific Teaching Suggestions

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1. Introduce this passage by telling students that this selection was written in 1839. Then ask:
   a. What is the author's point of view about slavery?
   b. The title of the book is SLAVERY AS IT IS: TESTIMONY OF A THOUSAND WITNESSES. Does this give you any clues of the author's ideas about slavery? How is the word "testimony" usually used? Why do you think Weld uses this word in his title?

   At this point you might inform them that Mr. Weld, the author, was an abolitionist and briefly explain abolitionism. Then ask the class:
   - Can you be sure Weld is telling the truth?
   - Why might he exaggerate or lie to his readers?
   - How could you check on what he says about slavery? (The typical response will be, check a textbook or an encyclopaedia. Activity two suggests zeroing in on the natural tendency to cite a text or encyclopaedia as a source of answers.)

Activities	Specific Teach
2. Read and discuss #2 in I.C., p. 5 , telling the class that this is a typical textbook description.	2. Ask students: - How is the textbook account di - On the basis of this textbook slaves were badly treated? Wh - What do *you* think? Were slave life? (Students will probably following discussions can focu from Weld and the excerpt from
3. Discuss ways that different ideas (hypotheses) about the lives of the enslaved might be checked to find out what slavery was really like.	3. Prior to discussion it might be in buzz groups on these question a. How would you go about findi were treated? b. (Remind them of some of thei would you go about deciding What questions would you as List responses to these question keep them in notebooks for revis misconceptions at this point. I to these questions and misconcep the basis of further study.
4. Read to the class excerpt #3 in I.C., p. 4 and discuss the implications of this statement. This discussion is especially important to extend student awareness of sources if few of them thought of using ex-slave accounts in the previous activities.	4. Ask the class: - What does the ex-slave think i the history of Black Americans - This statement is between 30 a in his 90s when he said it. A ago. How could you find out h slavery times? (Answers will they told other people, etc.) - Do you think it would be easy why not? (Scarcity of sources they will recognize limitatio be fully developed here.)

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Specific Teaching Suggestions

2. Ask students:
   - How is the textbook account different from Mr. Weld's?
   - On the basis of this textbook account, would you conclude that most slaves were badly treated? Why? Why not?
   - What do you think? Were slaves treated badly? Did they have a good life? (Students will probably disagree at this point. If not the following discussions can focus on disagreement between the excerpt from Weld and the excerpt from the text.)

3. Prior to discussion it might be useful to have students work briefly in buzz groups on these questions:
   a. How would you go about finding out how slaves lived and how they were treated?
   b. (Remind them of some of their doubts about Weld's honesty.) How would you go about deciding if the information you find is accurate? What questions would you ask about each author?

   List responses to these questions on the chalk board and have students keep them in notebooks for revision and review. Note: Do not correct misconceptions at this point. Incomplete lists of ideas in answer to these questions and misconceptions can be revised by students on the basis of further study.

4. Ask the class:
   - What does the ex-slave think is the best source of information about the history of Black Americans? About the lives of slaves?
   - This statement is between 30 and 40 years old and the ex-slave was in his 90s when he said it. Actually slavery ended over 105 years ago. How could you find out how slaves felt and lived during slavery times? (Answers will vary - things ex-slaves wrote, what they told other people, etc.)
   - Do you think it would be easy to find out how slaves lived? Why or why not? (Scarcity of sources should come out. Later in the unit they will recognize limitations of slave records and this need not be fully developed here.)

Activities	Specific Teac
5. Have buzz groups prepare a list of characteristics that students think describe the lives of the enslaved.	5. Record the composite list to be If the film is unavailable, the unit study of slavery. Again, point. This can be done as the and at several points during th
6. Present and discuss the film, "Of Black America: Black History: Lost, Stolen and Strayed," available from the Board of Education. This film is narrated by Bill Cosby, and while sometimes difficult for junior high students, it's superior quality holds their attention. The film deals with the full span of the Black experience in America and is not confined to the era of slavery. This film is especially relevant if you plan to follow the study of slavery with additional topics in Black history. Another film from the same series might also be used - "Heritage of Slavery."	6. Introduce the film by reviewing slaves, and ask them to compare film. Also, ask them to note h people can be presented to us. people that they did not know. narrator's point of view. Follow-up discussion should be It should provide a useful revi section of the unit. This film and discussion should study is needed if students are ence in America.

5. Record the composite list to be compared to the film in activity #6. If the film is unavailable, the list can serve as a check list in the unit study of slavery. Again, do not correct misconceptions at this point. This can be done as the list is reviewed following the film and at several points during the study of sources.

6. Introduce the film by reviewing their lists of characteristics of slaves, and ask them to compare their lists with information in the film. Also, ask them to note how and why misinformation about a people can be presented to us. Ask them to note facts about Black people that they did not know. Also, ask them to identify the narrator's point of view.

   Follow-up discussion should be thorough, focusing on the points above. It should provide a useful review of the specific objectives of this section of the unit.

   This film and discussion should clearly point up the fact that further study is needed if students are to fully understand the Black experience in America.

I.C. APPENDIX, ACTIVITY 1

SLAVERY AS IT IS

"Two million seven hundred thousand persons in these states are in . . . [slavery]. They are made slaves and are held such by force, and by being put in fear . . . . Reader, what have you to say of such treatment? Is it right . . . ? Suppose I should seize you, rob you of your liberty, drive you into the field, and make you work without pay as long as you live, would that be justice and kindness, or . . . injustice and cruelty? Now, everybody knows that the slaveholders do these things to slaves every day . . . .

"[This book] . . . will prove that the slaves in the United States are treated . . . [like animals]; that they are overworked, underfed . . . [poorly dressed, given inadequate homes] and . . . [not given enough] sleep . . ."

From SLAVERY AS IT IS: TESTIMONY OF
A THOUSAND WITNESSES, by Theodore
Dwight Weld (1839).

I.C. APPENDIX, ACTIVITY 2

THE TEXTBOOK SAYS

"A few masters were harsh in their treatment of slaves. But slaves were too valuable to be mistreated often. In the 1850s a good field hand was worth between $1,000 and $2,000. No master could afford to endanger the life of such an expensive piece of property. Also, the reason for buying them was to gain profit from the work of these slaves. If a slave was badly beaten, hungry, cold, or mistreated in other ways, he could not work hard. Whenever a slave became ill the master wanted to see him get well soon. Frequently, the master's wife would nurse sick slaves back to health."

Paraphrased from a leading eighth
grade textbook

I.C. APPENDIX, ACTIVITY 4

IF YOU WANT BLACK HISTORY

"In all the books that you have studied you never have studied Negro history, have you? You studied about the Indians and white folks, but what did they tell you about the Negro? If you want Negro history, you will have to get it from somebody who wore the shoe . . . ."

Ex-slave quoted in TO BE A SLAVE
by Julius Lester (1968)

II. FROM AFRICA TO AMERICA

A. SPECIFIC OBJECTIVES

The activities in this section will involve the student in:

1. Deepening his understanding that the facts one has are limited by the a
2. Stating and holding conclusions based on limited sources and data tenta
3. Practicing and extending his skill in evaluating author bias and compet
4. Practicing and extending the skills related to stating and testing hyp
5. Developing an understanding of the richness and complexity of African c trade.
6. Developing an understanding of the inhumanity of the slave trade as ex
7. Developing an understanding that the inhumanity of slave trade was the superiority and a lack of understanding of African cultures.

B. TEACHING STRATEGIES

NOTE: This section includes suggestions for expanding the study of the Africa whether you have the time to devote to this important topic. In some schools, at grade 7 as part of a comprehensive interdisciplinary unit on Africa. If th brief review and a focus on the sources in the Unit Resource Book is probably

Activities	Specific Teaching
1. Discussion to give focus to the study of the content in which European enslavement of Africans began.	1. Ask students: - If you wanted to find out how sla - What sources would help you the m the excerpts in their history tex - What things doesn't the text tell noted.)
2. Discussion to give focus to the exploration of the initial sources, discuss student ideas about what life was like at the time of the slave trade.	2. Ask students: - What do you think life was like i trade? (Answers will vary depend - How would you check to see if you discussions, some should note wri

ill involve the student in:
ing that the facts one has are limited by the sources available.
lusions based on limited sources and data tentatively.
his skill in evaluating author bias and competency.
the skills related to stating and testing hypotheses.
ing of the richness and complexity of African cultures at the time of the slave

ing of the inhumanity of the slave trade as experienced by individuals.
ing that the inhumanity of slave trade was the result of attitudes of white
f understanding of African cultures.

ggestions for expanding the study of the African context. You should decide early
ote to this important topic. In some schools, students will have studied this
nsive interdisciplinary unit on Africa. If this is the case in your school,
sources in the Unit Resource Book is probably adequate.

Specific Teaching Suggestions

1. Ask students:
    - If you wanted to find out how slavery began, where would you start?
    - What sources would help you the most? (When they say texts, turn to the excerpts in their history text that deal with the subject.)
    - What things doesn't the text tell you? (Life in Africa should be noted.)

2. Ask students:
    - What do you think life was like in Africa at the time of the slave trade? (Answers will vary depending on study in previous years.)
    - How would you check to see if your ideas are accurate? (Given earlier discussions, some should note writings by people who were there.)

Activities	Specific Teac
3. Introduce "An African Village" (p. 3, Unit Resource Book) and read it to the class. As you read, explain the diacritical marks: - ". . ." means words cut out of the original source by an editor. - [ ] words in brackets were added by the editor.	3. Introduce the reading by tellin the book CAPTAIN CANOT, OR TWEN It is a description of Timbo in were acquired for the English c Discuss the descriptions in the their ideas listed in Activity
4. Present the following sound filmstrips from BLACK HISTORY, Multi-Media Productions, Inc., 1968. Consultants: Edward E. France, Price M. Cobbs, William H. Grier. (This series is available from the Task Force on Minority Cultures.)	4. These should be previewed and t guide students in comparing stu information in the strips. Als with segments in the strips.
Filmstrip II - "Ancient Africa" discusses the development of man in Africa and the geography of the continent. Most important is the point that lack of knowledge of Africa was not due to a lack of cultural development in Africa, but to a lack of communication between Europeans and Africans.	Discussions of these filmstrips about Africa and Africans at th
Filmstrip III - "Medieval Africa" discusses the political and economic development of Ghana, Mali, and Songhay. This is central to an understanding of the rich cultural heritage of Africa.	

Specific Teaching Suggestions

3. Introduce the reading by telling students that this source is from the book CAPTAIN CANOT, OR TWENTY YEARS OF AN AFRICAN SLAVER (1854). It is a description of Timbo in West Africa, an area where slaves were acquired for the English colonies and the early United States.

   Discuss the descriptions in the account that contradict or support their ideas listed in Activity 2.

4. These should be previewed and the manual read so that the teacher can guide students in comparing students' ideas about life in Africa with information in the strips. Also, the Canot reading can be compared with segments in the strips.

s.)

Discussions of these filmstrips should focus on revising students' ideas about Africa and Africans at the time of the slave trade.

Activities	Specific Teachin
Filmstrip IV - "African Way of Life" discusses African religions, music, art, and social organization.	Details of African life should be comparisons with slave life in the
5. Individual or group reports can be used to present information on the richness of African culture at the time of the slave trade.	5. Suitable student materials for pre time of slavery. Materials: - A GLORIOUS AGE IN AFRICA*, Danie Grade level 7-8. The story of t Mali, Songhay. - GREAT RULERS OF THE AFRICAN PAS Zenith, 1965. Grade level 6-7. 1312-1617 primarily in West and - A HISTORY OF WEST AFRICA TO THE Doubleday-Anchor, 1966, $1.75. use, but of value as a resource. - A GUIDE TO AFRICAN HISTORY*, Ba Grade level 7-8. A general surv earliest times to the present. - BLACK MOTHER, Basil Davidson. AFRICAN SLAVE TRADE: PRE-COLON many students but an extremely picture of Africa during the ti *Books for students
6. The sound Filmstrip #6, "Folk Songs of Africa, I and II," Bowmar Records - B4001 might be useful for discussion at this point.	
7. Assign and discuss Mungo Park's "Slavery in Africa," (pp. 4-5, Unit Resource Book). Identify the source as a book entitled *Travels in the Interior Districts of Africa* (1799). The publisher overlooked some editorial work to	7. Discuss this account in compariso Discuss slavery in Africa. Ask s make any difference to the slave in the Americas. Their responses viewed as they complete their stu

Specific Teaching Suggestions

Details of African life should be listed in student notebooks for comparisons with slave life in the United States later in this unit.

5. Suitable student materials for preparing reports on Africa at the time of slavery. Materials:
   - A GLORIOUS AGE IN AFRICA*, Daniel Chu and Elliott Skinner, 1965. Grade level 7-8. The story of three great African empires - Ghana, Mali, Songhay.
   - GREAT RULERS OF THE AFRICAN PAST*, Lavinia Dobler and William A. Brown, Zenith, 1965. Grade level 6-7. Covers the period of African history 1312-1617 primarily in West and Central Africa.
   - A HISTORY OF WEST AFRICA TO THE NINETEENTH CENTURY, Basil Davidson, Doubleday-Anchor, 1966, $1.75. Very difficult for general student use, but of value as a resource.
   - A GUIDE TO AFRICAN HISTORY*, Basil Davidson, Zenith Books, 1965. Grade level 7-8. A general survey of the African past from the earliest times to the present. Focus on Black Africa.
   - BLACK MOTHER, Basil Davidson. Also published in paperback as THE AFRICAN SLAVE TRADE: PRE-COLONIAL HISTORY 1450-1850, difficult for many students but an extremely valuable source for an expanded picture of Africa during the time of the slave trade.

   *Books for students

7. Discuss this account in comparison to earlier materials on Africa. Discuss slavery in Africa. Ask students whether they think it would make any difference to the slave whether he was enslaved in Africa or in the Americas. Their responses can be recorded in notebooks and reviewed as they complete their study of slave life in the United States.

Activities	Specific
simplify this account. If you feel it will be difficult for your students, introduce troublesome vocabulary before assigning it, or read it aloud to them, clarifying as you go along.	
8. Assign and discuss "Crossing to America" by Gustavus Vasa (pp. 6-7, Unit Resource Book).	8. Introduce this reading with - What problems do you thin America? (Some responses will focus on initial sep Discuss this reading and th - Why do you think slaves w crossing? (Push students ment—slavers were "sick' human, they were greedy f
9. Assign and discuss "A Slave Ship" (pp. 8-9, Unit Resource Book).	9. Before making this assignme - Do you think Gustavus Va on the slave ship? Why? Introduce "A Slave Ship" by account and asking student truthful. Have students read to compa account. Discuss their co
10. Hold a discussion to introduce and emphasize the need to be aware of problems created by limited sources.	10. Ask students to work in bu conditions of the crossing Ask students: - Why are your conclusions - Is it possible your concl experienced by most slav (After students note tha that these sources proba most "experts" refer to - How can your conclusions sure of them? (Have the

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8. Introduce this reading with the questions:
   - What problems do you think enslaved people faced as they came to America? (Some responses will point ahead to later study and some will focus on initial separation and the crossing.)

   Discuss this reading and the illustrations on p. 10 asking:
   - Why do you think slaves were treated so brutally at the time of their crossing? (Push students to suggest several reasons for this treatment—slavers were "sick" men, they did not consider Africans fully human, they were greedy for financial gain, and others.)

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k).

9. Before making this assignment discuss the question:
   - Do you think Gustavus Vasa had any reason to exaggerate conditions on the slave ship? Why? Why not?

   Introduce "A Slave Ship" by reading aloud the introduction to the account and asking students why they might expect this source to be truthful.

   Have students read to compare Rev. Walsh's observations with the Vasa account. Discuss their comparisons.

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10. Ask students to work in buzz groups in order to draw conclusions about conditions of the crossing. Compare group conclusions in class discussion. Ask students:
    - Why are your conclusions very similar? (same sources used.)
    - Is it possible your conclusions would not be accurate of conditions experienced by most slaves? Why?
      (After students note that their sources were limited, reassure them that these sources probably are among the best available, because most "experts" refer to them.)
    - How can your conclusions be stated to show that you can't be 100% sure of them? (Have them modify their statements of conclusion.)

Activities	Specific Teachin
11. Assign additional source readings to interested students from Julius Lester's TO BE A SLAVE. Appropriate readings and editor observations are in the "Prologue." This inexpensive Dell paperback is useful at several points in the unit.	11. Students may select interesting pa end of this section of the unit.
12. Discuss the sketches "Aboard Ship" on p. 10 of the Unit Resource Book.	12. Consider the following questions: - What freedom of movement did the - How might these conditions affec - How might these conditions affec - How do you think slaves reacted - Do the illustrations agree with
13. Sound filmstrip V "The Slave Trade" from the BLACK HISTORY series will review and extend the understanding of the above readings and it deals with the speculative questions raised in previous discussions.	13. Discuss this filmstrip to review a trade and the crossing.
14. Presentations of student reports assigned in activity 5 and student presentations from reading in TO BE A SLAVE suggested in activity 11.	14. Reports and readings can serve to
15. Prepare a quiz to focus on student understandings and abilities as stated in the objectives for this section of the unit. (Quizzes have been provided in other sections of this unit. However, questions in this section will depend on materials used and time spent on optional topics. Therefore, it is impossible to devise a useful set of questions.	

Specific Teaching Suggestions

11. Students may select interesting passages to read to the class at the end of this section of the unit.

12. Consider the following questions:
    - What freedom of movement did the slaves have?
    - How might these conditions affect them physically?
    - How might these conditions affect them mentally?
    - How do you think slaves reacted to these conditions?
    - Do the illustrations agree with the readings on life aboard slave ships?

13. Discuss this filmstrip to review and extend conclusions about the slave trade and the crossing.

14. Reports and readings can serve to focus review.

Activities	Specific Teaching Suggestions
As you build your quiz, provide opportunities for the application of ideas and skills, as well as provision for the recall of important information.)	

III. LIVES OF THE ENSLAVED

A. SPECIFIC OBJECTIVES

The activities in this section will involve the student in developing:

1. The understanding that a variety of factors affected the way tha factors were: the nature and characteristics of his or her mast experience - the kind of plantation, urban or rural existence; assigned to do.
2. The understanding that it is difficult to generalize about the l multiple factors identified in objective 1.
3. The understanding that the ways in which an individual sees his and his curcumstances since the time of the experience he is de
4. Skill in identifying main ideas expressed in a source and in an evidence given there supports the conclusions drawn in the sour
5. Skill in recognizing the bias of a source and in evaluating the
6. The understanding that it is difficult to generalize about comp past when the sources available are limited.
7. Skill in comparing different sources of information in terms of sources, and in terms of the data given there.

B. TEACHING STRATEGIES

Activities	Specific

1. The students should speculate about the impact of a new way of life on individuals as they were settled on the plantations of the new world. Several suggestions are given for introducing this consideration.	1a. Have students review picture texts and ask:
	- How would life on these pl black men and women?
	- What affect would this new newly arrived from Africa?
	  - psychological?
	  - social?
	- In what ways would the new

	1b. In addition to the discussio read and discuss A NEW LIFE It may be useful to read thi ideas. p. 17

his section will involve the student in developing:
anding that a variety of factors affected the way that the enslaved lived. Among these
e: the nature and characteristics of his or her master; the geographic location of his
- the kind of plantation, urban or rural existence; and the specific work that he was
do.
anding that it is difficult to generalize about the lives of the enslaved because of the
ctors identified in objective 1.
anding that the ways in which an individual sees his experiences is dependent upon his part
cumstances since the time of the experience he is describing and evaluating.
lentifying main ideas expressed in a source and in analyzing the source to decide whether the
iven there supports the conclusions drawn in the source.
ecognizing the bias of a source and in evaluating the source in light of that bias.
anding that it is difficult to generalize about complex events and social patterns in the
he sources available are limited.
mparing different sources of information in terms of bias, conclusions presented in the
d in terms of the data given there.

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Specific Teaching Suggestions

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1a. Have students review pictures of plantations in their U.S. History texts and ask:
- How would life on these plantations differ from life in Africa for black men and women?
- What affect would this new setting have on the black man or woman newly arrived from Africa?
  - psychological?
  - social?
- In what ways would the new slave have to depend on the master?

1b. In addition to the discussion in 1a or in lieu of 1a, have students read and discuss A NEW LIFE IN A NEW SETTING (see III. C., reading #1). It may be useful to read this aloud in class, stopping to discuss key ideas. p. 17

Activities	Specific T
	1c. Present the BLACK HISTORY f This provides an excellent as considering the basic id
2. Introduce section II of the Unit Resource Book, "Lives of the Enslaved."	2. Explain to the students tha slavery as seen by American would be more difficult to brought from Africa. They attitudes there would be be
3. Assign a "A Slave in Alabama" (pp. 11-14, Unit Resource Book) as an exercise in determining main ideas in a source and in identifying supporting evidence for each idea. This selection should probably be read aloud in class in order to guide the use of skills suggested here. Main ideas and evidence can be noted on the board as the selection is read. In addition, the selection is difficult reading due to dialect and vocabulary. Unfortunately, Wadsworth Publishing overlooked editorial simplifications in the manuscript. Nevertheless, the account is usually very interesting to students and holds their attention.	3. After main ideas and eviden - Why do you think Cato had - In what way do you think other slaves? - How would these differen - How could you find out i How could you find out wh shared by others?
4. Introduce "A Slave in Louisiana" (pp. 15-16, Unit Resource Book) by telling the class that Mary Reynolds was a field hand.	4. Have students read to compa with those of Cato. Discus - What were Mary's conclusi give to support these con to practice the skills in - In what ways were Cato an etc.) - Do you think more slaves think more slaves had exp there were fewer house se

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Specific Teaching Suggestions

1c. Present the BLACK HISTORY filmstrip VI, "Slavery in the New World." This provides an excellent review of the "middle passage," as well as considering the basic ideas essential to this section of the unit.

2. Explain to the students that the readings in this section deal with slavery as seen by American-born slaves. Ask the students why it would be more difficult to get sources written by slaves who were brought from Africa. They may also consider what differences in attitudes there would be between American-born and African-born slaves.

3. After main ideas and evidence have been identified, discuss:
   - Why do you think Cato had these ideas and attitudes about slavery?
   - In what way do you think Cato's life differed from the lives of other slaves?
   - How would these differences affect his attitudes?
   - How could you find out if Cato's account of slave life is accurate? How could you find out whether Cato's attitudes toward slavery were shared by others?

4. Have students read to compare Mary Reynold's experiences and attitudes with those of Cato. Discuss:
   - What were Mary's conclusions about slavery? What evidence does she give to support these conclusions? (This will provide an opportunity to practice the skills introduced in activity 3.)
   - In what ways were Cato and Mary different? (work, masters, attitudes, etc.)
   - Do you think more slaves experienced slavery as Mary did or do you think more slaves had experiences like Cato? Explain. (Logically there were fewer house servants than field hands. However, other

Activities	Specific Teaching
	differences may not be so easily - How could you find out which of t like those of other slaves?
5. Conduct a discussion to inductively identify problems relating to time lapse between experiences and when these experiences are described.	5. Ask: - What advantages do these accounts about life during slavery times. - What disadvantages do these accou about life during slavery times? - Look at the introductions to both many years after slavery each ac influence the accuracy of the in - Why would it be hard to get acco at the time they were slaves?
6. Assign "A Slave in Maryland" (pp. 17-19, Unit Resource Book).	6. Introduce this selection by explai it shortly after he had escaped fr abolished. Ask students: - Do you think this account might two accounts? Why or why not? Tell students to compare this sele as they read. Discuss similarities and differenc - What details in this account are Cato and Mary? - On the basis of these three acco about slave masters? - What would you have to do to mak slave masters are accurate? Introduce new considerations about as explained in the introductory s the class that Frederick Douglass escape. Then ask: - Mr. Douglass tells us that slave than on the plantation, but then about one exception, Mrs. Hamilt do you think was his purpose in about Mrs. Hamilton's actions to - What reasons would Mr. Douglass

differences may not be so easily dealt with.)

- How could you find out which of these two slaves had experiences most like those of other slaves?

5. Ask:
   - What advantages do these accounts have as sources of information about life during slavery times.
   - What disadvantages do these accounts have as sources of information about life during slavery times?
   - Look at the introductions to both accounts and roughly determine how many years after slavery each account was given? How might this influence the accuracy of the information given by these ex-slaves?
   - Why would it be hard to get accounts of slave life written by slaves at the time they were slaves?

6. Introduce this selection by explaining that Frederick Douglass wrote it shortly after he had escaped from slavery and before slavery was abolished. Ask students:
   - Do you think this account might be more reliable than the previous two accounts? Why or why not?

   Tell students to compare this selection with the two previous accounts as they read.

   Discuss similarities and differences. Ask:
   - What details in this account are similar to those in the accounts of Cato and Mary?
   - On the basis of these three accounts, what conclusions might you draw about slave masters?
   - What would you have to do to make sure that these conclusions about slave masters are accurate?

   Introduce new considerations about sources by reviewing abolitionism, as explained in the introductory section on Theodore Dwight Weld. Tell the class that Frederick Douglass was also an abolitionist after his escape. Then ask:
   - Mr. Douglass tells us that slaves were treated better in Baltimore than on the plantation, but then he goes on to tell us a great deal about one exception, Mrs. Hamilton's treatment of her slaves. What do you think was his purpose in giving the reader so many ugly details about Mrs. Hamilton's actions toward Henrietta and Mary?
   - What reasons would Mr. Douglass have had for writing this account?

Activities	Specific Tea
7. Have students complete the worksheet in III. C. Appendix #2 on p. 23 and discuss the worksheet to firm up student conclusions from and about the sources. The worksheet should probably be done in class so that you can assist individuals who have trouble with questions asking for conclusions.	7. In discussion, question studen need to state their conclusion the limited number of sources among students about answers t tunity to make this point seve
8. Students who finish the worksheet in Activity 7 quickly can be asked to read chapters 2 and 3 in Lester's book to check their conclusions against these sources and to select key passages to read to the class.	8. Either during the discussion i that discussion, call on these the passages they selected are slavery.
9. Give the quiz in III. C. Appendix #3. You may wish to thermofax these pages onto ditto masters.	9. Discuss the results of the qu ideas to be explored further Quiz key for Part A: 1. A 6. D 2. C 7. D 3. D 8. C 4. D 9. B 5. C 10. A

Specific Teaching Suggestions

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7. In discussion, question students to insure that they recognize the need to state their conclusions about slavery tentatively in view of the limited number of sources consulted. Legitimate disagreement among students about answers to key questions can provide the opportunity to make this point several times.

8. Either during the discussion in Activity 7, or immediately following that discussion, call on these students and have them explain why the passages they selected are significant to an understanding of slavery.

9. Discuss the results of the quiz to review and focus on skills and ideas to be explored further in section IV and V of this unit.

Quiz key for Part A:

1. A
2. C
3. D
4. D
5. C
6. D
7. D
8. C
9. B
10. A

II.C. APPENDIX 1, ACTIVITY 1

A NEW LIFE IN A NEW SETTING

As you may remember from your study of early American history, Africans first came to Jamestown colony in 1619. This first group of twenty Africans was brought to work on the land being farmed by the Jamestown settlers in Virginia.

A few years earlier the first crop of tobacco raised in Jamestown had been eagerly purchased by Englishmen in London. This gave these colonists the chance they had been waiting for. Huge fortunes seemed to be at their fingertips! The rich land was there just waiting to be farmed. However, tobacco farming required a great deal of work that could only be done by hand in those days before complex farm machinery. The land had to be plowed and the tobacco planted, hoed, picked, and cured. Indians could not be persuaded or forced to do this kind of work. Poor Englishmen eager for a chance to start life over in America agreed to work in another man's fields without pay if they could get their way paid to America. These white men were called indentured servants and they usually worked for seven years before set free to establish their own farms on the rich soils of the colony. Each indentured servant received free land to farm when he was set free.

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The English colonists wanted as many farm workers as possible as soon as possible. So, when a Dutch ship sailed into Jamestown in 1619 offering to trade Americans, the colonists took advantage of the chance to obtain more workers. In the years that followed, more and more Africans were brought to Virginia to work in the tobacco fields. A profitable trade was established. Cloth and metal products, especially weapons, made in Europe were traded to African chiefs in exchange for other Africans who had been captured in warfare. Ship owners exchanged these Africans for tobacco in Virginia and returned to Europe to sell their cargoes. Perhaps your textbook told about the "triangular trade" of colonial times. This trade in African slaves, Virginia tobacco, and English manufactured goods was one form of triangular trade. Large profits were made in this trade: English factory owners made profits on the goods sent to Africa; the African chiefs received the cloth, tools, and weapons that they wanted; the colonial farmers got the workers they needed to grow more tobacco; and shipowners made money at every point of this trade.

But what about the African captives who came to work in English America? At first these Africans were considered to be indentured servants. They were set free and given land to farm for themselves just like any other indentured servant. Some of them were very successful farmers and eventually became slave owners themselves. Others worked as craftsmen and still others continued to do farm labor for white men.

We do not know just when Negroes were first considered to be slaves. But colonial laws passed around 1660 clearly defined them as slaves and by that time Africans being brought to North America were considered to be the lifelong property of their masters. However, white indentured servants continued to be set free and given free land after four to tools, and weapons that they wanted; the colonial farmers got the workers they needed to grow more tobacco; and shipowners made money at every point of this trade.

But what about the African captives who came to work in English America? At first these Africans were considered to be indentured servants. They were set free and given land to farm for themselves just like any other indentured servant. Some of them were very successful farmers and eventually became slave owners themselves. Others worked as craftsmen and still others continued to do farm labor for white men.

We do not know just when Negroes were first considered to be slaves. But colonial laws passed around 1660 clearly defined them as slaves and by that time Africans being brought to North America were considered to be the lifelong property of their masters. However, white indentured servants continued to be set free and given free land after four to seven years of work for the man who paid their way to America.

Slavery had existed throughout history. The Ancient Greeks an[illegible] Romans had held white slaves. The kingdoms and tribes these Africans came to America from had also made slaves of men and women captured in war. Long before 1619 slavery existed in Spanish America. Therefore, slavery probably was not so "unnatural" a development in colonial America. However, you might still wonder why only Africans became slaves.

II.C. APPENDIX 1, ACTIVITY 1 cont'd.

We can only make some logical guesses about the reasons for the rise of Negro slavery in English America. Let's go back and think about the first shiploads of Negroes to arrive in Virginia. They differed from indentured servants from England in important ways. Most of the indentured servants from England had wanted to come to America and they understood the way of life in the colonies. However, the Negroes had been sold to shipowners and had been forced to leave Africa.

African indentured servants had to face a confusing, completely new way of life in English America. They did not know the language. The crops and methods of farming were unfamiliar to them. Homes, clothing and food in the colonies must have seemed strange to them. They did not understand the Christian religion and the colonists' ideas about how people should live and behave.

When Negro indentured servants were freed, most of them were not prepared to care for themselves. Few masters had the time or interest to teach their Negro indentured servants more than the basic skills necessary for field work. Most newly freed Negroes had not learned how to handle the complicated money economy of the colonies and they did not know what their rights were. White men, usually their former been sold to shipowners and had been forced to leave Africa.

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When Negro indentured servants were freed, most of them were not prepared to care for themselves. Few masters had the time or interest to teach their Negro indentured servants more than the basic skills necessary for field work. Most newly freed Negroes had not learned how to handle the complicated money economy of the colonies and they did not know what their rights were. White men, usually their former masters, continued to look out for the welfare of these unfortunate people. In return for this help, white men expected to be paid back in some way. It was logical for a Negro to continue to work for a man in return for protection and help. The majority of these freed Negroes probably drifted into a way of life controlled by a white master. There were advantages in this situation for the land owner. He could depend on his workers being with him for a long time. Their children would be raised to work for him and he would not have to worry about getting and training so many new workers every few years.

Few of these owners even considered teaching the Africans or their children the whole way of life in English America. Most of these white colonists had had little formal education. They had learned their way of life from those around them as they were growing up. If the African didn't pick up their way of life, they assumed this meant that he was ignorant. These English colonists really did not understand how people learn their way of life. They just assumed a person was born with his behavior and if the African was different, they thought he must be inferior to the Englishmen. The few slaves who were able to become educated during slavery times proved they could learn as much as the white man. But slave owners preferred to ignore the few educated free Negroes because it was convenient for them to continue to use slaves on their plantations. And, if they could believe that these slaves were incapable of learning the English way of life then the landowners did not have to feel guilty about making slaves out of the Negroes. Unfortunately, few Negroes had an opportunity to prove that they were equal in ability to the white men around them. Also, those Negroes who did prove their ability were ignored by most white men because the ignorant. These English colonists really did not understand how people learn their way of life. They just assumed a person was born with his behavior and if the African was different, they thought he must be inferior to the Englishmen. The few slaves who were able to become educated during slavery times proved they could learn as much as the white man. But slave owners preferred to ignore the few educated free Negroes because it was convenient for them to continue to use slaves on their plantations. And, if they could believe that these slaves were incapable of learning the English way of life then the landowners did not have to feel guilty about making slaves out of the Negroes. Unfortunately, few Negroes had an opportunity to prove that they were equal in ability to the white men around them. Also, those Negroes who did prove their ability were ignored by most white men because the landowners did not want to admit that slavery might be wrong. They were mainly interested in making money and slavery helped them increase their profits.

The number of slaves in America grew slowly during colonial times. In the late 1700's it looked like slavery might be coming to an end because it no longer held advantages for many slave owners. Most slaves were on large tobacco plantations and the good soils of the tobacco country were wearing out. Less tobacco was being produced and slaves continued to be expensive to feed, clothe, and care for. Other plantation crops, such as rice, were limited to small areas where conditions were just right for their growth. Cotton plantations were limited in size because it was hard, time-consuming work, to remove the seeds from the cotton fibers. Because of oils in the seeds, the cotton fibers had to be separated from the seeds soon after picking. This meant that it was not profitable to raise more cotton than you could remove seeds from. You can see why slavery was not expanding: cotton and rice farming areas could not use many slaves, and tobacco farming was declining in importance.

As any American history textbook will tell you, the hero of the cotton growers was a Yankee named Eli Whitney who invented the cotton gin in 1793. Now the seeds could be removed from the cotton quickly and efficiently. Cotton plantations could grow in size and could use slaves for planting, hoeing, and picking the cotton. During the first decades of the nineteenth century, cotton plantations and slavery spread rapidly across the South through the new lands of Alabama, Mississippi, and on into Texas.

It is true that some thoughtful men had criticized slavery all not profitable to raise more cotton than you could remove seeds from. You can see why slavery was not expanding: cotton and rice farming areas could not use many slaves, and tobacco farming was declining in importance.

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It is true that some thoughtful men had criticized slavery all along. In the late 1700's and early 1800's, many Southerners like Thomas Jefferson were beginning to talk about the possibility that slavery was not right, that it did not seem fair to the slave as a human being. Thoughtful critics in the North and in the South sought ways to bring an end to slavery in a way that would be fair to everyone. However, by 1830 slavery was so important to the South that more and more Southerners were defending their right to hold slaves and they resented any criticisms of slavery. In the 1830's there arose a small

II.C. APPENDIX 1, ACTIVITY 1 cont'd.

group of anti-slavery spokesmen called "abolitionists" because they wanted to end slavery immediately. These abolitionists lived in the North where they wrote their feelings and attitudes toward slavery.

Between 1830 and 1860 Northerners and Southerners disagreed about a number of important issues. Finally, in 1861, the Civil War broke out. We cannot say for certain that slavery caused the Civil War, but we can be positive that it was closely connected with the issues that led men to argue and eventually fight. Certainly an understanding of slavery will help you to understand the events leading up to that war. The lessons you are about to study are designed to help you find out about slavery as it existed in the United States during the years before the Civil War.

Name________________________

III.C. APPENDIX 2, ACTIVITY 7, WORKSHEET

THE ENSLAVED

In answering the questions below, carefully consider the accounts that you have read by Cato, Mary Reynolds, and Frederick Douglass.

A. CONSIDERING THE SOURCES

1. How do you suppose Frederick Douglass' life was different from Cato's life in the years after they were slaves?

2. How do you think these differences in life after slavery affected their thoughts about how they had lived as slaves?

3. Can you be sure that a former slave actually lived as he describes his life to others? Why or why not? (Think of as many reasons as possible for your answer.)

2. How do you think these differences in life after slavery affected their thoughts about how they had lived as slaves?

3. Can you be sure that a former slave actually lived as he describes his life to others? Why or why not? (Think of as many reasons as possible for your answer.)

4. Why can you be fairly certain that details about slavery described by a number of former slaves are probably true and accurate?

5. What reasons can you give to explain why former slaves disagreed about whether slavery had been good or bad?

Name____________________________

III.C. APPENDIX 2, ACTIVITY 7, WORKSHEET cont'd.

6. After studying these three accounts by ex-slaves, can you tell whether the almost four million slaves in fifteen slave states were treated badly by their masters? Why or why not?

B. TRYING TO DRAW CONCLUSIONS

1. What conclusions can you draw about slavery from the sources that you have studied?

2. What other kinds of information would help you in drawing your own conclusions?

Name____________________

III.C. APPENDIX 3, ACTIVITY 9, QUIZ

THE ENSLAVED - QUIZ

Directions: Read the account below very carefully and then answer the following questions.

Millie Evans had been born a slave in North Carolina in 1849. She was 87 years old when she told her story in 1936. Here is part of what she had to say:

> Every morning 'bout four 'clock Old Master would ring the bell for us to git up by, and you could hear that bell ringing all over the plantation. I can hear it now. It would go ting-a-ling, ting-a-ling, and I can see 'em now stirring in Carolina. I git so lonesome when I think 'bout times we used to have. 'Twas better living back yonder than now.
>
> I stayed with my ma every night, but my mistress raised me. My ma had to work hard, so every time Old Mistress thought we little black children was hungry 'tween meals she would call us up to the house to eat. Sometime she would give us johnnycake and plenty of buttermilk to drink with it. They had a long trough for us that they would keep so clean. They would fill this trough with buttermilk, and all us children would git round the trough and drink with our mouths and hold our johnnycake with our hands. I can just see myself drinking now. It was so good . . . And we had plenty to eat. Whooo-eee! Just plenty to eat. Old Master's folks raised plenty of meat, and they raise their sugar, rice, peas, chickens, eggs, cows, and just everything good to eat . . . .

Old Master didn't want to part with his niggers, and the niggers didn't want to part with Old Master, so they thought by coming to Arkansas they would have a chance to keep 'em. So they got on their way. We loaded up our wagons . . . and we had plenty to eat and plenty of horse feed. We traveled 'bout fifteen or twenty miles a day and would stop and camp at night. We would cook enough in the morning to last all day. The cows was drove together . . . . While we was on our way, Old Master died, and three of the slaves died too. We buried the slaves there, but we camped while Old Master was carried back to North Carolina. When Old Mistress came back, we started on to Arkansas and reached here safe, but when we got here we found freedom here too. Old Mistress begged us to stay with her, and we stayed till she died, then they took her back to Carolina. There wasn't nobody left but Miss Nancy, and she soon married and left, and I lost track of her and Mr. Tom.

Name____________________

III.C. APPENDIX 3, ACTIVITY 9, QUIZ cont'd.

A. Multiple Choice: Put the letter before the best answer in the blank before the number of each item.

____1. Millie Evans attitude toward her life as a slave is most like that of
A. Cato
B. Mary Reynolds
C. Frederick Douglass
D. All of the above

____2. Millie Evans' experiences in the years after slavery were probably least like those of
A. Cato
B. Mary Reynolds
C. Frederick Douglass

____3. It is probably safe to guess that Millie Evans story and her ideas about slavery were affected by
A. her experiences in the years after she was a slave
B. the personality of her Master
C. her memory
D. all of the above

____4. Which of the four ex-slaves was probably the best educated?
A. Millie Evans
B. Cato
C. Mary Reynolds
D. Frederick Douglass

____5. You can tell who the best educated ex-slave was by
A. the way he or she felt about slavery
B. where he or she lived in the South
C. the way he or she told their story
D. all of the above

____6. The writer who had an urgent reason for trying to convince other people of his or her ideas about slavery was
A. Millie Evans
B. Cato

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A. Cato
B. Mary Reynolds
C. Frederick Douglass

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D. all of the above

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A. Millie Evans
B. Cato
C. Mary Reynolds
D. Frederick Douglass

____7. In order to draw a conclusion about slavery it would help if you could study accounts
A. more ex-slaves
B. former slave owners
C. by outsiders who visited the South during slavery times
D. all of the above

Name________________________________

III.C. APPENDIX 3, ACTIVITY 9, QUIZ cont'd.

____8. Which of these writers was considered an abolitionist?
A. Cato
B. Mary Reynolds
C. Frederick Douglass
D. All of the above

____9. Frederick Douglass told of the lives of two slaves in Baltimore named Henrietta and Mary. Which of the others told of similar treatment on plantations?
A. Cato and Millie Evans
B. Mary Reynolds and Cato
C. Millie Evans and Mary Reynolds

___10. Which of the following was a plantation house servant during slavery times?
A. Cato
B. Mary Reynolds
C. Frederick Douglass
D. All of the above

B. Essay Question:
Carefully explain the strengths and weaknesses of Millie Evans account as a source of information about the lives of slaves.

IV. WHITE VIEWS OF SLAVERY

A. SPECIFIC OBJECTIVES

The study of this section of the unit will guide students to develop:

1. The understanding that whites reacted to slavery in a number of ways and their personal beliefs.
2. The understanding that the value of a source of information is depen from that source.
3. Greater skill in identifying author bias and competence.
4. Greater skill in modifying generalizations of the basis of new infor

B. TEACHING STRATEGIES

Activities	Specific Teachi
1. Read to the class "Being Your Own Historian" (Appendix IV. C. #1).	1. Ask students for examples as each is generally quite abstract, it i will probably want to thermofax d
2. Discussion to introduce section III of the Unit Resource Book.	2. Remind students that on the works by whites might add information a - How would you expect sources wr by enslaved persons? - What information could you get couldn't get from accounts by e - What would you want to know abo accepted information in them?
3. Assign and discuss "Grandfather's Plantation" (pp. 20-21, Unit Resource Book).	3. Introduce this assignment by aski point of view and to look to clue about her subject. Discussion Questions: - What do you think might have be this book? - How would her reasons for writi what she included in her book? - How do you think the fact that in the quarters alone" might ha slave life?

he unit will guide students to develop:
whites reacted to slavery in a number of ways depending upon their background
iefs.
the value of a source of information is dependent upon what you want to know

ifying author bias and competence.
ying generalizations of the basis of new information.

Specific Teaching Suggestions

1. Ask students for examples as each point is read while this material is generally quite abstract, it is based on recent work in class. You will probably want to thermofax ditto copies for their notebooks.

2. Remind students that on the worksheet in III, it was noted that sources by whites might add information about slavery. Then ask:
   - How would you expect sources written by whites to differ from sources by enslaved persons?
   - What information could you get from sources by whites that you couldn't get from accounts by ex-slaves?
   - What would you want to know about these white sources before you accepted information in them?

3. Introduce this assignment by asking students to look for the author's point of view and to look to clues about how well the author knew about her subject.
   Discussion Questions:
   - What do you think might have been Mrs. McCall's reasons for writing this book?
   - How would her reasons for writing OLD FOLKS AT HOME have affected what she included in her book?
   - How do you think the fact that she was ". . . never allowed to walk in the quarters alone" might have influenced what she knew about slave life?

Activities	Specific Teaching S
	- Even though Mrs. McCall believes the find any evidence in her writing tha grandfather's plantation?
4. Review conclusions about slavery drawn by students at various points in the unit. Assign "A Yankee's view of Slavery" and "An English Woman's Reaction" (pp. 22-23, Unit Resource Book).	4. Have students read to find evidence th earlier conclusions. Discuss their fi sideration of these accounts as source - Why do people write diaries? - Will the purpose of a diary tend to information? - Do you think Fannie Kemble might hav publishing it in 1863? - Why did she leave this plantation? - How do you think her reason for leav what she published about her life th - What in this account differs from th account? - Give as many possible reasons as you the different medical care of slaves
5. Have students complete the exercise "Which is the Best Source?" in Appendix IV., C., #2.	5. Discuss this exercise fully. There sh students, and these disagreements shou During this discussion students may su accuracy of a source. On the basis of this exercise and disc suggest a white author who might have of slavery. Be sure to have them supp Key to "Which is the Best Source?" 1. B 2. C (but a case can be made for A.) 3. C 4. B 5. B

- Even though Mrs. McCall believes the slaves had a good life, can you find any evidence in her writing that slavery was a hard life on her grandfather's plantation?

4. Have students read to find evidence that supports or contradicts their earlier conclusions. Discuss their findings and then go on to a consideration of these accounts as sources. Ask students:
   - Why do people write diaries?
   - Will the purpose of a diary tend to make it a truthful source of information?
   - Do you think Fannie Kemble might have changed her diary before publishing it in 1863?
   - Why did she leave this plantation?
   - How do you think her reason for leaving Georgia might have influenced what she published about her life there?
   - What in this account differs from the description in Mr. Ingraham's account?
   - Give as many possible reasons as you can think of that might explain the different medical care of slaves on these two plantations?

5. Discuss this exercise fully. There should be disagreement among the students, and these disagreements should be discussed thoroughly. During this discussion students may summarize factors which affect the accuracy of a source.

   On the basis of this exercise and discussion ask the students to suggest a white author who might have presented an accurate account of slavery. Be sure to have them support their suggestions.

   Key to "Which is the Best Source?"
   1.__B__
   2.__C__ (but a case can be made for A.)
   3.__C__
   4.__B__
   5.__B__

Activities	Specific Teac
6. Assign and discuss "A New York Reporter's Account" (pp. 24-28, Unit Resource Book).	6. Introduce this account by going Ask students: - How might Olmsted's backgroun Ask students to read the accoun whether it is a good account or After student's have read the a - In what ways did the Negroes - What were the disadvantages c - Why was Olmsted able to compa - What do you know about Olmste he might emphasize the bad si - The way in which Olmsted writ accurate account of life on t account so believable?
7. Review sources and conclusions.	7. Have the students prepare lists in section III. Ask them to ra would be to prove them accurate done with students working in g be discussed, and students shou are easier to prove than questi however, they will probably not the students to suggest techniq in settling these disagreements ments never be settled? Review the conclusions made by Ask the students if they wish t Have them explain their reasons identify new supporting data or Ask students if they now agree SLAVE. If you want Negro histo body who wore the shoe . . . ."
8. Compare slavery in Africa, as considered in section II above.	8. Review information about slaver they think Blacks were better o

Specific Teaching Suggestions

6. Introduce this account by going over the introduction on p. 24.
Ask students:
- How might Olmsted's background and job affect his writing?

Ask students to read the account keeping in mind the need to decide whether it is a good account or not.

After student's have read the account, discuss:
- In what ways did the Negroes on this plantation have a good life?
- What were the disadvantages of their lives as slaves?
- Why was Olmsted able to compare this plantation with others?
- What do you know about Olmsted which would lead you to believe that he might emphasize the bad side of life as a slave?
- The way in which Olmsted writes leads us to believe that this is an accurate account of life on this particular plantation. Why is this account so believable?

7. Have the students prepare lists of disagreements between the sources in section III. Ask them to rank these in order of how difficult it would be to prove them accurate or inaccurate. This activity may be done with students working in groups of two or three. This should be discussed, and students should point out that questions of fact are easier to prove than questions of attitudes, feelings, or opinions; however, they will probably not use this terminology. You may ask the students to suggest techniques or sources which might be helpful in settling these disagreements. Why might some of these disagreements never be settled?

Review the conclusions made by the students at the end of section III. Ask the students if they wish to revise any of these conclusions. Have them explain their reasons for these revisions. They should also identify new supporting data or contradictory data found in section IV.

Ask students if they now agree with the excerpt from Lester's TO BE A SLAVE. If you want Negro history, you will have to get it from somebody who wore the shoe . . . ." Discuss their reactions fully.

8. Review information about slavery in Africa and ask students whether they think Blacks were better off as slaves in America or in Africa.

Activities	Specific Teaching Su
9. Give student's the quiz in IV., C., #3 and discuss fully. Quiz may be thermofaxed for reproduction.	9. As the quiz is reviewed, discuss the Key to quiz: 1. B 2. D 3. B 4. C 5. A 6. C 7. B 8. C 9. A 10. C The essay should include a range of s different accounts from different are students may miss this point, origina of the unit, and their answers should

9. As the quiz is reviewed, discuss the significance of each question.

Key to quiz:

1. B	6. C
2. D	7. B
3. B	8. C
4. C	9. A
5. A	10. C

The essay should include a range of sources and the idea that many different accounts from different areas should be included. Most students may miss this point, originally made in sections II and III of the unit, and their answers should be fully discussed.

IV.C. APPENDIX 2, ACTIVITY 1

BEING YOUR OWN HISTORIAN

In reading the stories of Cato, Mary Reynolds, Frederick Douglass and Millie Evans, you tried to find out about the lives of the enslaved during slavery times. You discovered that they did not agree about their experiences during slavery time.

As you studied those sources, you were really being your own historian. Here are the steps that you went through. They are the same steps an historian takes when he sets out to write about a particular topic or event.

1. You had a question about life in the past that you wanted to answer. This is where any historian begins his work.
2. You read sources of information by people who have lived at the time you were interested in.
3. You considered how good each source of information was in helping you. You were asking:
    a. Was the account written a long time after the events being described actually happened? For example, Cato and Mary Reynolds were recalling experiences 80 to 90 years after they had happened. It seems logical that there might be some things they had forgotten over the years.

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2. You read sources of information by people who have lived at the time you were interested in.
3. You considered how good each source of information was in helping you. You were asking:
    a. Was the account written a long time after the events being described actually happened? For example, Cato and Mary Reynolds were recalling experiences 80 to 90 years after they had happened. It seems logical that there might be some things they had forgotten over the years.
    b. What purpose did each person have in telling his story? For example, Frederick Douglass wrote his story before slavery ended, at a time he was trying to convince others to bring an end to slavery. Therefore, he might have stressed the worst things about slavery and forgotten to tell some of the better things about it. Millie Evans and Mary Reynolds had never thought about writing a book telling others of

their lives.

c. What was the person's point of view? What had been his or her experiences since the happenings he or she is recalling? For example, Millie Evans recalled slavery as a happy time. She had perhaps had a hard life in the years after slavery. Unlike Douglass, she never became educated or famous. She remembered eating out of a trough as a happy time when she had plenty to eat. But Frederick Douglass remembered eating out of a trough as being treated like a pig. After becoming free, Douglass never knew hunger and he practiced the finest of table manners. Therefore, he might look back on eating out of a trough as disgusting because of how he lived in the years after he was a slave.

d. There are other questions that you really didn't have to ask about the sources you have read so far. However, they are important questions in considering other stories about slavery.

(1) Did the writer actually see what he is telling us about?

(2) How long did he or she observe the events he is telling

or famous. She remembered eating out of a trough as a happy time when she had plenty to eat. But Frederick Douglass remembered eating out of a trough as being treated like a pig. After becoming free, Douglass never knew hunger and he practiced the finest of table manners. Therefore, he might look back on eating out of a trough as disgusting because of how he lived in the years after he was a slave.

d. There are other questions that you really didn't have to ask about the sources you have read so far. However, they are important questions in considering other stories about slavery.

   (1) Did the writer actually see what he is telling us about?

   (2) How long did he or she observe the events he is telling about? Was he there long enough so that he or she really knows what was happening?

4. After considering how accurate each account was you looked for facts in each selection that would help you learn about slavery.

5. You compared the information from all of the sources you read.

6. You tried to draw some conclusions from these sources, and then you tried to decide just how good your conclusions were. An important part of deciding whether your conclusions are good is

to decide whether you have enough information to draw conclusions. It seems doubtful that we can decide what slave life was like on the basis of only four accounts, even if they were the stories of ex-slaves.

The next step will be to consider some other evidence about slavery. The accounts in this lesson were written by white people who lived in the South or traveled there during slavery times. You will have opportunity to practice being your own historian. You will consider how accurate each source probably is, you will collect facts from each account that might help you answer your question, you will compare the information in these sources, and you will try to draw some conclusions which will help you understand the lives of the enslaved.

IV.C. APPENDIX 2, ACTIVITY 5

WHICH IS THE BEST SOURCE?

Directions: Each item below gives a topic and then tells you three sources available on the subject. You decide which source is probably the best source of information about that topic.

____1. How cotton was picked on plantations.
 (A) A plantation owner's autobiography written in 1875
 (B) A field hand's story as told to a reporter in 1900
 (C) A house servant's diary of his life on a cotton plantation

____2. Cruelty toward slaves
 (A) A news reporter's account in the New York Times, 1858
 (B) A doctor's autobiography entitled FORTY YEARS OF MEDICAL CARE IN GEORGIA
 (C) A slave's story, as told to a northern traveler in 1850

____3. Housing of slaves
 (A) An architect who lived in Alabama before the Civil War
 (B) A northern industrial worker who lived at the time of the Civil War
 (C) A slave master's diary of life on his plantation

____4. Education of slaves
 (A) A news report for an Atlantic Georgia paper in the 1850s
 (B) An ex-slave's story as told to his grandson
 (C) A Minnesota school teacher who taught from 1840 to 1865

____5. Religious beliefs among slaves
 (A) A northern minister who traveled in the South before the Civil War
 (B) A slave minister's recollections as told to a reporter in 1860
 (C) An ex-slave who recalled her religious training as a child during slavery times

Name________________________

IV.C. APPENDIX 3, ACTIVITY 9, QUIZ

A. Multiple Choice
Directions: Select the best answer to each question.

____1. Which of the following individuals would have said, "Slaves have a carefree life, their wants and needs are cared for by a master who must be concerned about their health and happiness."
(A) Frances Ann Kemble
(B) Joseph Halt Ingraham
(C) Frederick Law Olmsted
(D) All of the above

____2. Which of the following individuals observed the events he or she wrote about for a shorter period of time than the other three?
(A) Frances Ann Kemble
(B) Nellie Thomas McCall
(C) Joseph Halt Ingraham
(D) Frederick Law Olmsted

____3. Which of these people did not write their accounts during the time slavery existed in the South?
(A) Frances Ann Kemble
(B) Nellie Thomas McCall
(C) Joseph Halt Ingraham
(D) Frederick Law Olmsted

____4. Nellie Thomas McCall's book OLD FOLKS AT HOME would probably not be a very good source of information about
(A) the work of house servants on a plantation
(B) field work on a plantation
(C) the work of slaves in the city

____5. If you wanted to find out why your ancestors came to America your best source of information would be
(A) a diary kept by an ancestor who came to America
(B) a story told to your mother when she was a girl
(C) an encyclopedia article on immigrants

she wrote about for a shorter period of time than the other three?
(A) Frances Ann Kemble
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(C) Joseph Halt Ingraham
(D) Frederick Law Olmsted

____3. Which of these people did not write their accounts during the time slavery existed in the South?
(A) Frances Ann Kemble
(B) Nellie Thomas McCall
(C) Joseph Halt Ingraham
(D) Frederick Law Olmsted

____4. Nellie Thomas McCall's book OLD FOLKS AT HOME would probably not be a very good source of information about
(A) the work of house servants on a plantation
(B) field work on a plantation
(C) the work of slaves in the city

____5. If you wanted to find out why your ancestors came to America your best source of information would be
(A) a diary kept by an ancestor who came to America
(B) a story told to your mother when she was a girl
(C) an encyclopedia article on immigrants

____6. Which of the following sources is usually most truthful?
(A) a news reporter's story
(B) an oral legend
(C) a diary

____7. If you wanted to know the number of people living in America in 1800, your best source would be
(A) a diary by a citizen of New York in 1800
(B) an official government report on the country's population from 1790 to 1960
(C) a newspaper article on life in New York in 1800

Name________________________

IV.C. APPENDIX 3, ACTIVITY 9, QUIZ cont'd.

____8. If you wanted to know whether slaves ever revolted on plantations, your best source of information would be
(A) folk stories told to young blacks today about slavery times
(B) a book by a Frenchman who visited the South in the summer of 1858
(C) official records of a Southern sheriff who was responsible for keeping peace in a Georgia county during the 1850s

____9. The best source of information about daily family life among slaves would be
(A) an ex-slave's account
(B) a former master's account
(C) a northern news reporter's account

___10. If you wanted to know how much slaves cost in 1858, your best source would probably be
(A) an ex-slave's account
(B) a newspaper reporter's autobiography
(C) a plantation owner's business records

B. Essay Question:
If you were going to write a paper on life among slave owners, what sources of information would you want to have? Answer as fully as possible and explain your choices of sources fully.

V. THE ENSLAVED REACT

A. SPECIFIC OBJECTIVES

The study of this section of the unit should guide students to:

1. Develop the understanding that individuals expressed their personal and sc
   repressive, totalitarian nature of slavery in a number of ways including v
   cooperation, feigned illness or ignorance, destruction of property, and gr
2. Practice in integrating historical method skills of analysis and synthesis
3. Understand that value judgments about incidents differ from objective conc
   that value judgments are formed on the basis of past experiences and an in
   as well as on the facts one knows about an incident.

Note: Julius Lester's TO BE A SLAVE, chapters 4 and 5, is an excellent tr
dimensions of how an individual was enslaved and the full range of respons
Time might well be spent on the process of identity formation under slaver
slavery by presenting excerpts from these chapters to students. Introduct
be conceptually difficult for most students; however, excerpts there are
the ideas underlying Lester's organizational framework. The teacher can c
episodes" around these selections.

B. TEACHING STRATEGIES

Activities	Specific Teaching Sugg
1. Review discussion on the nature of life under slavery and to hypothesize about reactions to that condition.	1. Ask students to briefly describe the li - How might you react if you were force - How do you think slaves reacted to sl List all hypotheses on the board and ha notebooks to be checked and revised as
2. Have volunteers prepare reports from Lester, chapters 4 and 5, and from Sterling and Logan's Four Took Freedom.	2. As reports are prepared, students shoul that supports and extends the conclusio Book selections. Reports should be pre Unit Resource Book excerpts. Work with during study periods devoted to assignm to insure that reports will mesh with c to do reports can then do Unit Resource class.

unit should guide students to:
g that individuals expressed their personal and social dissatisfaction with the
nature of slavery in a number of ways including violent revolt, passive non-
ness or ignorance, destruction of property, and group solidarity and support.
historical method skills of analysis and synthesis.
dgments about incidents differ from objective conclusions about incidents, and
formed on the basis of past experiences and an individual's position in life,
one knows about an incident.

O BE A SLAVE, chapters 4 and 5, is an excellent treatment of the institutional
ividual was enslaved and the full range of responses to the conditions of slavery.
on the process of identity formation under slavery and forms of resistance to
cerpts from these chapters to students. Introductory passages by Lester would
t for most students; however, excerpts there are clear and graphically demonstrate
ter's organizational framework. The teacher can construct inductive "discovery
elections.

a

Specific Teaching Suggestions

1. Ask students to briefly describe the lives of slaves. Then ask:
   - How might you react if you were forced to live that way?
   - How do you think slaves reacted to slavery?

   List all hypotheses on the board and have students list them in their notebooks to be checked and revised as sources are studied.

2. As reports are prepared, students should focus on finding information that supports and extends the conclusions drawn in the Unit Resource Book selections. Reports should be presented after the study of the Unit Resource Book excerpts. Work with students preparing reports during study periods devoted to assignments in the Unit Resource Book to insure that reports will mesh with class study. Students volunteering to do reports can then do Unit Resource Book assignments outside of class.

Activities	Specific Tea
3. Introduce, assign, and discuss David Walker's "Appeal . . ." (Unit Resource Book, p. 29).	3. Introduce this selection by t a statement by a slave prepar to look for Walker's main ide Discuss the following questic - Why did Walker write this? - How did his purpose differ Book)? - How might his purpose affec
4. Assign and discuss "A Revolt of Slaves" to determine whether this account supports or contradicts Walker's main idea.	4. Discuss: - Does this account support W - Was Nat Turner's revolt jus - How would you determine whe out to students that they a rather than an objective co - How are value judgments sup - What things affect the va - Do you think slave masters justified? Why not?
5. Introduce and discuss "Advertisement for Runaways."	5. Introduce the reading by aski to run away than to revolt if Before they read, ask student earlier sources. Ask them to can get from this type of sou Discuss: - Who wrote these advertisemen - Why were these advertisemen - What facts about slavery do - Is there any reason to beli have included inaccurate in or why not? - Why do you think Weld belie excellent evidence against - What conditions under slave for runaways? - Were the runaways described their owners? Why or why no

3. Introduce this selection by telling students they are about to read a statement by a slave prepared during the time of slavery. Ask them to look for Walker's main idea.

   Discuss the following questions with the class:
   - Why did Walker write this? What was his purpose?
   - How did his purpose differ from Olmsted's (pp. 24-28, Unit Resource Book)?
   - How might his purpose affect what he wrote?

4. Discuss:
   - Does this account support Walker's main point? Why or why not?
   - Was Nat Turner's revolt justified?
   - How would you determine whether it was justified or not? (Point out to students that they are being asked to make a value judgment rather than an objective conclusion.)
   - How are value judgments supported?
     - What things affect the value judgments people make?
   - Do you think slave masters would have felt that this revolt was justified? Why not?

5. Introduce the reading by asking students if they would be more willing to run away than to revolt if they had been slaves.

   Before they read, ask students how advertisements would differ from earlier sources. Ask them to look for the kinds of information they can get from this type of source.

   Discuss:
   - Who wrote these advertisements?
   - Why were these advertisements published in newspapers?
   - What facts about slavery do you get from these advertisements?
   - Is there any reason to believe that the men who wrote these would have included inaccurate information in their advertisements? Why or why not?
   - Why do you think Weld believed that these advertisements were excellent evidence against slavery?
   - What conditions under slavery seemed to be most often responsible for runaways?
   - Were the runaways described here justified in running away from their owners? Why or why not?

Activities	Specific Teaching Sugge
6. Introduce and discuss "Freedom in Canada," (Unit Resource Book, pp. 34-35).	6. Introduce by asking students what might you think they went? How do you suppose Discuss: - Why did Bibb run away? - What problems did he probably have to - Why do you think many runaways were re than Bibb?
7. Have students read "Escapes to the Swamp" and "Opinions of Slaves" (Unit Resource Book, pp. 36-38).	7. Following this reading have students lis slavery described in the sources. Have the hypotheses made in activity 1. Ask students to make value judgment abou which were the best. As their judgments are discussed,conside advantages of each.
8. Student reports chosen in activity 2 might be given at this point or during the discussions included in 7.	
9. Administer and discuss the quiz in V., C., Appendix #1.	9. Quiz Key: A. 1. V 2. C 3. C 4. V 5. C 6. C 7. C 8. V B. 1. C 2. D 3. A 4. B 5. C

Specific Teaching Suggestions

6. Introduce by asking students what might happen to runaways—where do you think they went? How do you suppose they lived?

   Discuss:
   - Why did Bibb run away?
   - What problems did he probably have to face after running away?
   - Why do you think many runaways were recaptured and less fortunate than Bibb?

7. Following this reading have students list all of the reactions to slavery described in the sources. Have them compare this list with the hypotheses made in activity 1.

   Ask students to make value judgment about each reaction and decide which were the best.
   As their judgments are discussed, consider the advantages and disadvantages of each.

9. Quiz Key:

A.	B.
1. V	1. C
2. C	2. D
3. C	3. A
4. V	4. B
5. C	5. C
6. C	
7. C	
8. V	

Name________________________

V.C. APPENDIX 7, ACTIVITY 9, QUIZ

A. Identify the statements below by placing a C before statements of conclusion based on the facts and by putting a V before statements of value judgments made in reaction to the facts. NOTE: You do not have to decide whether statements are accurate conclusions or whether you agree or disagree with the value judgments.

____1. Nat Turner should not have led a bloody revolt.

____2. Nat Turner was not successful in his efforts to revolt against the system of slavery.

____3. Running away from most plantations was not difficult.

____4. More slaves should have risen in revolt.

____5. Pretending to be sick was one way that slaves reacted to being enslaved.

____6. Some slaves remained loyal to their masters and did not even think of revolting.

____7. Mrs. McCall was not a very complete source of information because her experience with the lives of the slaves was limited.

____8. Slavery was an evil institution.

B. Multiple Choice: Select the best answer to the questions below.

____1. Which of the following individual's successfully ran away from slavery?
(A) Theodore Dwight Weld
(B) Nat Turner
(C) Henry Bibb

(C) Henry Bibb

___3. Running away from most plantations was not difficult.

___4. More slaves should have risen in revolt.

___5. Pretending to be sick was one way that slaves reacted to being enslaved.

___6. Some slaves remained loyal to their masters and did not even think of revolting.

___7. Mrs. McCall was not a very complete source of information because her experience with the lives of the slaves was limited.

___8. Slavery was an evil institution.

B. Multiple Choice: Select the best answer to the questions below.

___1. Which of the following individual's successfully ran away from slavery?
(A) Theodore Dwight Weld
(B) Nat Turner
(C) Henry Bibb
(D) All of the above

___2. Slaves reacted to slavery by
(A) killing whites
(B) doing their work poorly
(C) running away
(D) all of the above

___3. Which of the following reactions to slavery was urged by David Walker?
(A) bloody revolts
(B) running away
(C) working harder for the master
(D) begging to be set free

Name________________________

V.C. APPENDIX 7, ACTIVITY 9, QUIZ cont'd.

____4. Which of the following former slaves was most successful in his resistance to slavery?
(A) Nat Turner
(B) Frederick Douglass
(C) Mary Reynolds

____5. The sources in the Unit Resource Book on reactions of slaves to slavery were
(A) complete and accurate enough to permit students to draw sound conclusions
(B) accurate because they were written by former slaves
(C) too few to permit the student to draw sound conclusions about slavery
(D) too inaccurate to allow the student to draw conclusions

VI. CONCLUSIONS—THE MEANING OF SLAVERY AND FREEDOM

A. SPECIFIC OBJECTIVES

This section of the unit will provide opportunities for students to revie
standings developed in this unit.

B. TEACHING STRATEGIES

Activities	Specific Teac
1. Assign and discuss Part 1 of the worksheet VI., C., Appendix #1.	1. Students might work in small g time should be given to allow questions from earlier work in During discussion, students sh in question 4 tentatively.
2. Assign and discuss Part 2 of the worksheet.	2. During discussion, it should b while statements of opinion or than statements of fact or obj more important than objective for action.
3. Introduce, assign and discuss "Letter to My Old Master" (pp. 39-40, Unit Resource Book).	3. As introduction, ask students would have faced when they bec ideas against Jourdon Anderson Discuss: - Does it appear that Anderson - What factors may have been i
4. Introduce, assign, and discuss "Three Slaves" (pp. 41-42, Unit Resource Book).	4. Introduce these selections by is "better" than slavery? Do you?

ll provide opportunities for students to review, clarify, and apply skills and under-
unit.

Specific Teaching Suggestions

1. Students might work in small groups on this review exercise. Ample time should be given to allow a thorough review of sources, notes, and questions from earlier work in the unit.

   During discussion, students should be encouraged to state conclusions in question 4 tentatively.

2. During discussion, it should become explicity clear to students that, while statements of opinion or value judgment are of a different nature than statements of fact or objective conclusion, they are perhaps more important than objective statements because they provide motives for action.

3. As introduction, ask students what problems they think former slaves would have faced when they became free. Have them read to check their ideas against Jourdon Anderson's experience.

   Discuss:
   - Does it appear that Anderson had great problems adjusting to freedom?
   - What factors may have been in his favor?

4. Introduce these selections by asking: Why do you think that freedom is "better" than slavery? Do you think former slaves would agree with you?

Activities	Specific Teaching Sug
	Discuss: - Was life easier once slaves were fre - Why did these three slaves react dif

NOTE: In completing this final section of the unit, the teacher should relate class Following activity 4, the teacher might introduce the social reformist dimensions of as efforts to deal with problems pointed up in the readings. If the experiences of B in the following unit, the mimeographed case study ONE MAN'S LIFE IN GEORGIA IN THE Y as a comparison to life under slavery. If sources and historical method skills are t the teacher can ask students how they would go about testing their hypotheses about t

Specific Teaching Suggestions

Discuss:
- Was life easier once slaves were free? Why or why not?
- Why did these three slaves react differently to being free?

ion of the unit, the teacher should relate class work to the next unit of study.
ght introduce the social reformist dimensions of Reconstruction in the South
nted up in the readings. If the experiences of Black Americans are to be pursued
hed case study ONE MAN'S LIFE IN GEORGIA IN THE YEARS AFTER SLAVERY can be used
y. If sources and historical method skills are to be applied in the next unit,
y would go about testing their hypotheses about the problems of former slaves.

Name ____________________

VI.C. APPENDIX 1, ACTIVITY 1, CONCLUSIONS AND NEW QUESTIONS

Part 1. Conclusions About Slavery and History

So far you have done a good deal of work as your own historian. There is still one big task for you to do. You must finally draw some conclusions about the lives of the enslaved. The following questions will help you review the sources as you attempt to find answers.

1. After considering all of the accounts on pages 11-38 of the Unit Resource Book, do you agree with Theodore Dwight Weld that most slaves lived a cruel and harsh life?

2. Can you be definitely sure of your answer to question 1?

3. What might cause you to change your answer to question 1?

4. What conclusions can you draw about slavery after carefully studying the accounts?

5. Tell what sources you would want to check before you could confidently answer the question, "Did most slaves live a cruel and harsh life?"

Name____________________

VI.C. APPENDIX 1, ACTIVITY 1, CONCLUSIONS AND NEW QUESTIONS cont'd.

You can see why it takes historians years, sometimes decades, to study all of the available information before they can attempt to answer questions like the ones you have been considering.

On the basis of the sources you studied, you can't tell how most slaves were treated. You just don't have enough information. However, you can say that some slaves were mistreated. You have facts that prove that under a system of slavery where one man completely owns another man's life it is possible for the owner to be cruel toward his slave.

Part 2. New Questions

This brings us to other questions which may have already occurred to you as you have been studying these accounts of slavery. Answer these questions "yes" or "no".

____1. Suppose that a majority of the slaves had been given enough to eat, comfortable homes, plenty of clothing, easy work, no whippings, and good medical care. Would it have been all right to let slavery continue in the South?

____2. Suppose that 90% of the slaves had been treated as described in question 1. Would it have been all right to let slavery continue?

were mistreated. You have facts that prove that under a system of slavery where one man completely owns another man's life it is possible for the owner to be cruel toward his slave.

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____1. Suppose that a majority of the slaves had been given enough to eat, comfortable homes, plenty of clothing, easy work, no whippings, and good medical care. Would it have been all right to let slavery continue in the South?

____2. Suppose that 90% of the slaves had been treated as described in question 1. Would it have been all right to let slavery continue?

____3. Suppose that of the almost four million slaves in the South in 1860, all but one of them had been treated well. Would it have been all right to let slavery continue?

____4. Suppose that every slave had been treated well. Would it have been all right to let slavery continue?

These questions get at your beliefs and opinions about how human beings should live. Questions of this kind are very different from the question you dealt with as an historian. Facts about slavery as it actually existed may influence our value judgments about slavery as a way of life. But once we get into questions about how people should be treated we are dealing with beliefs and ideas about what is right

Name________________________

VI.C. APPENDIX 1, ACTIVITY 1, CONCLUSIONS AND NEW QUESTIONS cont'd.

and what is wrong, and not questions that can be answered simply by collecting facts.

Go back and try to explain why you answered the four questions on page 1 as you did. What important beliefs and ideas influenced your answers?

RB:mg
11-20-70

TASK FORCE ON MINORITY CULTURES

UNIT EVALUATION

Unit Title ____________________

Directions: This evaluation is intended to be used to revise the units based on teachers' reactions after working with each unit. Please indicate the relative adequacy (excellent, good, fair, inadequate) of the unit in terms of the statements below. In the comments section give your specific suggestions for correcting the inadequacies and list practices used by you that have proved to be successful.

THIS FORM SHOULD BE DETACHED AND RETURNED TO THE TASK FORCE ON MINORITY CULTURES UPON COMPLETION OF THE UNIT.

The statement of objectives communicates the intent. . . . .

Comments: (Indicate specific examples where this does _not_ occur and indicate corrections made by you.)

The assessments identify terminal behavior and describe the conditions under which the behavior is expected to occur. . . . .

Comments: (Indicate specific examples where this does _not_ occur and list assessments used by you.)

adequacies and list practices
used by you that have proved to be successful.

THIS FORM SHOULD BE DETACHED AND RETURNED TO THE TASK
FORCE ON MINORITY CULTURES UPON COMPLETION OF THE UNIT.

The statement of objectives communicates the intent. . . . .

Comments: (Indicate specific examples where this does not occur and indicate corrections made by you.)

The assessments identify terminal behavior and describe the conditions under which the behavior is expected to occur. . . . .

Comments: (Indicate specific examples where this does not occur and list assessments used by you.)

The learning experiences are appropriate for achieving the desired behavior and are relevant to the objectives. . . . .

Comments: (Since these were only suggested activities, indicate those used by you which proved to be effective and cite examples of insufficient or inappropriate activities.)

There is a definite relationship between the generalization, objective, learning experiences and assessments. . . . .

Comments: (Cite instances where this did not occur and indicate corrections made by you.)

References are sufficient to give adequate background material for lesson presentation. . . . .

Comments: (Indicate instances of insufficient references and cite those references used by you to compensate.)

PLEASE INDICATE LEARNING EXPERIENCES AND ASSESSMENTS THAT HAVE BEEN USED SUCCESSFULLY BY YOU THAT WERE NOT IDENTIFIED IN THE UNIT.

CKS:mg
Task Force
7-1-70

Content narrative is sufficient in quantity and is presented in a clear and concise manner to assist teachers in preparation of lessons. . . .

Comments: (Indicate where more content could have been used to aid in preparation, and where it could have been presented in a more clear and concise manner.)

The learning experiences provide for individualization of instruction. .

Comments: (Cite specific weaknesses and list suggestions and ideas for activities.)

References are sufficient to give adequate background material for lesson presentation. . . . .

Comments: (Indicate instances of insufficient references and cite those references used by you to compensate.)

PLEASE INDICATE LEARNING EXPERIENCES AND ASSESSMENTS THAT HAVE BEEN USED SUCCESSFULLY BY YOU THAT WERE NOT IDENTIFIED IN THE UNIT.